

703 KAR 5:225. Continuous improvement planning for schools and districts.

RELATES TO: KRS 158.645, 158.649, 158.6451, 158.6453, 158.6455, 160.346, 20 U.S.C. 6311

STATUTORY AUTHORITY: KRS 158.649, 158.6453, 158.6455, 160.346

NECESSITY, FUNCTION, AND CONFORMITY: KRS 158.6453 requires the Kentucky Board of Education to create and implement a balanced statewide accountability system that measures the achievement of students, schools, and districts; complies with the federal Elementary and Secondary Education Act, 20 U.S.C. secs. 6301 et seq., as amended by the Every Student Succeeds Act (ESSA), or its successor; and ensures accountability. KRS 158.6455 requires the Kentucky Board of Education, following the revision of academic standards and development of a student assessment program, to create an accountability system to classify schools and districts, including a formula for accountability, goals for improvement, and rewards and consequences. This administrative regulation establishes the comprehensive school and district improvement plan process. The requirements are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the ESSA.

Section 1. Definitions. (1) "Charter school" means a "public charter school" as defined in KRS 160.1590(12).

(2) "Charter school board of directors" or "governing board" means charter school board of directors as defined in KRS 160.1590(6).

(3) "Comprehensive District Improvement Plan" or "CDIP" means a plan developed by the local school district with the input of parents, faculty, staff, and representatives of school councils from each school in the district, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate achievement gaps among groups of students.

(4) "Comprehensive School Improvement Plan" or "CSIP" means a plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate achievement gaps among groups of students.

Section 2. Monitoring. (1) The department shall review and approve all submissions required by this administrative regulation.

(2) The department shall monitor implementation of each CDIP or CSIP and shall provide guidance based upon information, which may include the following:

- (a) Progress reports from the school through the district;
- (b) Data reviews;
- (c) On-site observation; and
- (d) Other information supplied at the option of the district or school.

(3) In addition to the activities undertaken by the department, each school district or governing board shall monitor compliance of its respective schools.

Section 3. Comprehensive School and District Improvement Plan Process. (1) Each school or district shall, by January 1 of each school year, develop, review, and revise a comprehensive school or district improvement plan.

(2) The structure of a school or district comprehensive improvement plan shall include:

- (a) Completion of the Continuous Improvement Diagnostic between August 1 and October 1

of each school year;

(b) Completion of the needs assessment between October 1 and November 1 of each school year that shall include:

1. A description of the data reviewed and the process used to develop the needs assessment;

2. A review of the previous plan and its implementation to inform development of the new plan; and

3. Perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions;

(c) Process for development of the CSIP or CDIP, to be completed between November 1 and January 1 of each school year, which shall include:

1. Analysis of data to determine causes and contributing factors;

2. Prioritization of needs; and

3. Development of goals, objectives, strategies, and activities based on the needs assessment and root cause analysis that shall include targets or measures of success, timelines, persons responsible, a budget that includes resources needed and source of funding, and a process for meaningful stakeholder communications and input;

(d) A set of assurances, approved by and on file with the local board of education, with a signed declaration by the superintendent that all schools in the district are in compliance with the requirements of the statutes and administrative regulations included in those assurances; and

(e) A process for annual review and revision by the school or district.

(3) Continuous improvement and capacity building shall drive the development of the plan.

(4) Other required components in the process shall include:

(a) A standards-based process for measuring organizational effectiveness that shall include purpose and direction, governance and leadership, teaching and assessing for learning, resources and support systems, and using results for continuous improvement;

(b) A data driven self-evaluation based on the standards, including a means to gather meaningful stakeholder input;

(c) A written improvement plan based on the issues identified in the self-evaluation;

(d) A set of assurances that includes a determination of compliance with each assurance and the ability to upload any supporting documentation needed;

(e) Electronic submission of all elements of the plan;

(f) Monitoring implementation of the plan through implementation and impact checks; and

(g) Evaluation of the effectiveness based on the strategies and activities in the plan.

(5) A CSIP shall also include the elements required of schools pursuant to KRS 158.649(5).

(6) The CDIP for each district shall be posted to the district's Web site. The CSIP for each school shall be posted to the school's Web site. (38 Ky.R. 1919; 39 Ky.R. 60; 480; eff. 9-10-2012; 41 Ky.R. 2037; 2240; eff. 6-8-2015; 44 Ky.R. 2101, 45 Ky.R. 26, eff. 8-6-2018.)